

**The San Diego Urban League Charter Planning Grant Application
San Diego Unified School District: Code 37-68338**

ABSTRACT

Statement of Need - African-American students have the *lowest* academic test scores in reading, language skills and math, across the state. As recently as 1997-98, ASAT district-wide testing results for students in grade 5 documented a five-year history of low academic achievement among African-American pupils.

Sadly, this is not new information to the African American community here in San Diego. As far back as 1966, twenty-three schools within the San Diego Unified District were identified as underachieving and "minority isolated." *Thirty years later*, despite millions of dollars, multiple strategies and rigorous court mandates, achievement levels at all 23 schools, remain pitifully substandard and mirror the state's five-year history of academic failure. Only 30% of these students read at or better than the 50th percentile. Student test scores within this region reveal that reading, language and math scores continue to decline. Students show some progress in grades K-1 however, as they progress onward to grade 6 their scores drop.

Our Educational Vision - Our educational vision, is **not** about improving an educational system that has failed to educate African American children for over 30 years in spite of the infusion of millions of dollars and court mandated reforms. Our educational vision proposes a radical second order change¹ – a model of true reform that says, "excuses are unacceptable." Nothing less than a brand new approach is acceptable. Our standard for "true reform" will be that 50% or more of all African-American and other historically underachieving students in our charter school will be learning and achieving at or above national standards. They will be clearly proficient in reading, language and math.

The San Diego Urban League is submitting this Charter Planning Grant Application to seek funding for 12 months in order to research and design a K - 12 Charter School that will result in the creation of a replicable model that will clearly demonstrate that children of color, particularly African-Americans who for the last 30 years have been relegated to the bottom of the achievement ladder, are capable of academic excellence when provided with the right educational environment, parents who are empowered to advocate for their children, and a concerned committed community with a shared vision and expectation of academic excellence.

Planning Proposal Objectives

- 1) To develop and implement a visioning process that will provide the African-American community with an opportunity to collectively articulate their dreams and goals for the educational achievements of their children; dreams that will serve as a community's foundation for true educational reform.
- 2) To develop an education plan which will ensure that African-American and other under achieving children of color achieve academic success.
- 3) To develop a five-year business plan which will ensure the economic viability of our proposed charter school.
- 4) To design a staff and parent development plan which will ensure that staff and parents are well resourced with the latest research and most effective educational practices.
- 5) To develop community based organizations, universities and corporate support for our vision, mission and goals.
- 6) To identify a potential location for our proposed Charter School.
- 7) To develop, market and achieve approval of the Charter School proposal.

¹ Larry Cuban, Consistency and Change in Schools, Berkeley, CA

I. The Charter School's Educational Vision

Baseline information About the Envisioned Charter School

The Students

African-American students have the *lowest* academic test scores in Reading, Language skills and Math, across the country. As recently as 1997-98, ASAT district-wide testing results for students in grade 5 documented a five-year history of low academic achievement among African-American pupils.

Sadly, this is not new information to the African-American community here in San Diego. As far back as 1966, twenty-three schools within the San Diego Unified District were identified as underachieving and "minority isolated." *Thirty years later*, despite millions of dollars, multiple strategies and rigorous court mandates, achievement levels at all 23 schools, remain pitifully substandard and mirror the state's five-year history of academic failure. Only 30% of these students read at or better than the 50th percentile. Student test scores within this region reveal that reading, language and math scores continue to decline. Students show some progress in grades K-1. However as they progress onward to grade 6, their scores drop.

Our most urgent need is to **improve academic performance**. Underachievement in the educational arena ultimately manifests itself in many of our community's worst social problems. Education is one of the *keys* to social and economic equality and one of the *solutions* to many of our social ills. We further believe that by addressing the "whole child" within a nurturing family and community environment, we will increase our children's potential for future success and benefit our total society.

The Community

As high as 80% of the students in some of the schools in this twenty-three school region are African-American. With 76% of the students eligible for Free/Reduced Lunch programs, financial security is a concern in the majority of households in this region. Many parents are working with incomes that barely exceed the poverty line. Forty percent or more are being raised and supported by single parents, predominantly mothers. Many also live with extended family, especially grandparents, who assist in child rearing and provide childcare while parents work. A significant number of students live in foster care homes.

Services that more affluent communities take for granted are limited for the families and children living in this region. Not enough families in this community know how to access the affordable services for which they are eligible. ***Families must travel to predominately white communities to access quality hospitals, healthcare, mental health services, shopping and employment.***

A second major need is for **parent empowerment and advocacy skills development**. We know there is a direct relationship between a child's academic achievement and a supportive, nurturing home environment where parents are advocates and provide strong, effective role models. Advocacy, while key to academic achievement, is often undermined by financial stress and demanding work schedules. The parents in our community work hard to keep their families independent, but few have the resources or training to act as educational advocates. A large majority of the parents support and participate in school activities, but few have the necessary confidence or training to assume leadership roles. School relations are hampered by a sluggish bureaucratic response to parent concerns and complaints have increased to an extent that parents have repeatedly expressed the need for a full-time liaison or ombudsman to expedite

communication, advocacy and program implementation. However, school funds for staffing and other needed resources for these services are lacking.

A third need results from the fact that we are currently not effectively addressing the comprehensive needs of the "whole child" in our community. To address the child's needs, we must address those of the family and the community. We know that critical family issues such as finances, physical, and emotional health have an impact upon a child's ability to learn. We need a simple, coordinated delivery system through which our families can access a full range of social, health and mental health services, child care, parenting classes, and after school tutorial and enrichments activities.

The Solution

While differences abound concerning causes and solutions to poor student performances, all concerned parties - families, students, courts, schools and businesses of this community - unanimously agree that they cannot afford to waste another generation of minority children in an inadequate, ineffective educational system; a system that produces substandard results in neighborhoods that are a part of a prosperous county which boasts one of the highest per-capita income neighborhoods in the state, one of the lowest unemployment rates in the country, several outstanding colleges and universities, a solid local and state tax base and a booming high tech industry.

All are agreed that thirty years of failed educational and public policy is enough. The San Diego Urban League most adamantly agrees that it is time to take a different approach:

- To develop a common vision built on potential - not history
- To develop resources - not restrictions
- To delegate authority – rather than fight an overburdened bureaucracy for local control
- To locate community resources for the convenience of families and students – not for the convenience of providers
- To implement tested and proven curricula that will educate this community's children – rather than taking a "trial and error" approach
- To seek out gifted educators, let them educate and then give them the resources they need to get the job done
- To bring in parents and families - seeking their wisdom, support and partnership thereby acknowledging that they are the greatest influence on their children and that *our* task as their community is to support them with their task - not take it over or try to usurp their authority

The San Diego Urban League is submitting this planning proposal seeking funding to develop a Charter School to serve grades kindergarten - twelve. If funded, SDUL will first develop a Community Learning Partnership – our "Charter Dream Team", to work together to design a community vision. This vision will serve as the impetus for reversing years of underachievement and begin to release and fulfill the positive educational potential inherent in this generation of African-American children. This vision will lay a foundation within this community that will achieve real and long lasting change.

The San Diego Urban League Educational Mission

Our charter mission is to produce students who are high academic achievers, nurtured by healthy families, and living in a united, proactive, self-sufficient, learning and evolving community.

The Educational Vision

Our educational vision is **not** about improving an educational system that has failed to educate African-American children for over 30 years in spite of the infusion of millions of dollars and court mandated reforms. Our educational vision proposes a radical second

order change² – a model of true reform that says, “excuses are unacceptable.” Nothing less than a brand new approach is acceptable. Our standard for “true reform” will be that 50% of all African-American students in our proposed charter school will be learning and achieving at national standards. They will be clearly proficient in Reading, Language and Math and will measure at or above the 50th percentile. Our vision is the creation of a replicable model school that will clearly demonstrate that children of color, particularly African-Americans who for the last 30 years have been relegated to the bottom of the achievement ladder, are capable of academic excellence when provided with the right educational environment, parents who are empowered to advocate for their children, and a concerned committed community. Central to this vision is the academic success of the charter school's students, particularly in the core subjects of reading, language, and math. Of primary importance is for students to achieve success in reading. Students are then equipped for academic success in *all* subject areas, and are embodied with the necessary self-esteem and motivation to pursue success and learning in all other areas of their lives. These fundamentals learned during their elementary school years at the charter school will ensure ongoing academic and social success at the middle, high school and college levels, and as students transition from school to career.

The Program Goals

- (1) Academic success of targeted students as determined by standardized tests, portfolios, teacher observations, and parent surveys
- (2) Successful transition of incoming and graduating students to ensure readiness to succeed and retain academic gains as determined by school records, parent and student surveys.
- (3) Empowered parents who advocate for their children in schools and community at a policy level, as determined by parent surveys and parent involvement records.
- (4) To assist families to become healthy and self-sufficient, able to access a wide range of affordable services, as determined by case management and delivery system records, and parent surveys.
- (5) Broad based community support and advocacy for the charter school.

Philosophical, theoretical and research base for the vision

Reading is the basis of all academic learning. Children must, at the minimum, read at grade level or above if they are to succeed academically and possess the self-esteem that accompanies success. Knowledge builds upon knowledge and success builds upon success.

"To read with joy and understanding, to learn and grow through reading, to read critically and thoughtfully are the goals of all Reading programs."³

The above statement summarizes the philosophies and one of the fundamental principles and rationale underlying our educational vision. Research such as that conducted during the mid 70's in the Direct Instruction Project Follow Through, the largest educational study ever funded by the US Department of Education showed that students (like those in our target population) can achieve at or above national norm on standardized tests.

The major objectives of the Direct Instruction Follow Through Project, according to Block and Everson⁴ was to bring the achievement levels of disadvantaged primary students up to the national median. Results of this study, which compare percentile scores on four standardized test

² Larry Cuban, *Consistency and Change in Schools*, Berkeley, CA

³ Bonnie Grossen, Ph.D., "The Research Base for Reading Mastery, SRA," University of Oregon.

⁴ James H. Clock, Susan Toft Everson, Thomas R. Guskey, School Improvement Programs - Hand Book for Educational Leaders, New York, Scholastic Leadership Policy Research.

measures and nine Follow Through sponsors, showed that Direct Instruction students were close to or at national norms at all measures. A research document published by SRA/McGraw Hill - notes that the results of the Follow Through study were particularly pertinent to our student population. The study found that Direct Instruction, in addition to producing superior outcomes with at-risk children:

- can be transferred to other subject areas as our charter school. achieves its primary vision in reading.
- can be implemented school wide.
- is replicable in other settings.

Our Dream Team will be charged with seeking out similar studies; comparing and contrasting the effectiveness of each, and recommending the one most effective for our target population.

Specific educational objectives

1. To establish an effective assessment and accountability system which guarantees that the past failure will be ended and successful achievement of our stated Vision will be reached by the Year 2003 (the first five years of charter school implementation)

Assessment: SDUSD administers the ASAT norm-referenced tests on an annual basis. These tests, however, tell about relative performance but are not sensitive to the gains made by children who are significantly behind in academic skills, nor do they tell how much gain the children have made during the academic year. At our proposed Charter School, we look forward to gathering more precise information about the gains in children's performance by: (1) using criterion referenced testing instruments which are more sensitive to the gains made by the children; (2) administering the tests on a monthly basis; (3) giving all children a pre-test at the beginning of the school year on the above testing instruments.

Accountability: The accountability system will be developed which will involve the entire school community. Direct responsibility for instruction and assessment in the classroom will be the responsibility of the classroom teacher, thus empowering him/her to continuously monitor student progress.

A project coach will aid the teacher. The coach will ensure that data is collected, reviewed and entered into the computer, monitor student achievement, and work with classroom teachers. From the outset, parents will be continuously involved and informed from via their student's Personal Education Plan and through a home school partnership agreement as to their child's progress.

The services of an outside evaluation team will be secured to assist classroom teachers and the project coach, providing objective expert outside evaluation and direction. Empowerment of parents is critical to their children's learning and parents will play a key role in the planning, development and assessment of our proposed charter school. They will be included in all phases of the development of this Charter and will serve on our Charter Dream Team, the School Planning and Management Team and the Mental Health Team. Parents will be welcomed, encouraged and supported to participate in a variety of parent, teacher and student activities that will contribute to our educational objectives.

A site teacher-principal (an administrator with teaching experience who can go into a classroom and provide clinical supervision to teachers and staff) will receive teacher and coach reports on a weekly basis. This information will be reported to School Operations and Academic Assessment Team during their monthly meetings and in turn report to the School Planning and Management Team (SPMT). Continuous back and forth feedback will occur among all team members thus

involving the entire school-community support structure on an on-going basis. The SPMT will report academic progress of charter school students to the district and the state.

2. School-wide staff development in Reading, Language and Math instruction, assessment, and accountability. Staff development and training is a critical component of achieving student objectives. All school personnel (teachers, paraprofessionals, etc.) will receive extensive staff development training. The more thoroughly teachers are trained, the better instruction students will receive and the more students will learn. Experience has shown that as teachers see students succeeding, they become more enthusiastic and committed to the program. Parent training will be offered to ensure that parents are qualified to assist in the classroom. Staff development will be provided through pre-service training, ongoing in-service training, and in-class coaching, and will involve the services of a consultant and the purchase of instructional materials for use in the classroom and through continuous in-service training, as described in Effective School Practices.⁵

- Materials: The Charter Dream Team will review the curricula materials adopted by the State as well as other pertinent materials and will choose the most effective model
- In-service training: A key to true educational reform is create a second order change⁶ in what is taught to those who will teach the children. In-service training for the staff of our proposed Charter School will take place after the Dream Team has researched, compared and contrasted the best models in the nation, which have proven to be effective with our target population. At that juncture, each in-service will be measured by how effective staff has been in implementing the previous lessons into their classroom teaching. The results must be an increase in the test scores of the students.
- In-class Coaching: A system for in-class coaching will be developed to ensure both teacher and students are successful.

Academic Achievement Objectives

As stated in the vision, focus must be placed on the core subjects of Reading, Language, and Math, with special emphasis on Reading, if our students are to close a 30-year academic achievement gap.

- 1) Correct the underachievement of African-American and other historically underachieving students and ensure that 50% or more will be at or above the national norm in Reading, Language and Math by the end of the fifth year of the Charter School.
- 2) Provide teachers and parents with staff development and in-services, which will lead to second order⁷ educational reform that will ensure our children's academic achievement.

The San Diego Urban League is submitting this planning proposal seeking funding to develop an implementation plan for a K-12 Charter School. By the end of our planning grant we will have accomplished the following:

- 1) Established the Dream Team (comprised of educators, parents and teaches) who will conduct assessments, review state adopted best practices, research curriculum, identify effective community resources and create a fiscally sound and supportive economic environment.

⁵ Effective School Practices, Vol. 14, No. 3. Summer 1995. A quarterly publication of the Association of Direct Instruction. Bonnie Grossen, Ph.D., Editor.

⁶ Larry Cuban, Consistency and Change in Schools, Berkeley, CA

⁷ Larry Cuban, Consistency and Change in Schools, Berkeley, CA

- 2) Conducted a student and family needs assessment, identify barriers to community resources and designed a wrap around service delivery system to assist families in becoming self-sufficient.
- 3) Developed a K - 12 Charter School Implementation plan which will allow us to Implement our Charter School concept structure to address the following outcomes: (a) academic success of students (b) successful transition of incoming and graduating charter school students to ensure retention of academic gains (c) empower parents as advocates in school and community at a policy level; and (d) assist families in becoming healthy self-sufficient families who can easily access a wide range of affordable services.
- 4) Gained the support of teachers for our proposed Charter school..
- 5) Obtained the School Board review and approval of our Charter school.
- 6) Will be fully informed and prepared to implement the Charter school plan.

II. Description of Grant Project Goals and Activities for Approval of a Charter Proposal ***Tangible work product at the end of the project***

By the end of this planning phase for our Charter School, we will have produced the following outcomes:

- 1) Researched and developed measurements for evaluating the academic success of Charter School students.
- 2) Developed strategies for identifying and recruiting students.
- 3) Researched, evaluated and identified curriculum.
- 4) Identified a site to house our proposed Charter School.
- 5) The Charter Dream Team will have laid the foundation for meeting the 14 points of the charter school law.
- 6) Developed a Parent Leadership Strategy based on a completed community needs assessment, which will result in empowered parents who advocate for their children in schools and community at a policy level.
- 7) Identified potential candidates for the Charter School staff.
- 8) Obtained input and approval from the School District Board of Education for the proposed Charter School.
- 9) Identified and developed a strategy for obtaining additional funding sources needed to augment and enhance the family service center and expand resources for families.
- 10) Developed a five-year business plan.

Individuals responsible for completion of the above work

The above work will be completed by the Charter School Dream Team which will be comprised of Mr. John Johnson, President and CEO of the San Diego Urban League, Mr. Jimma McWilson, Director of the San Diego Urban League Education and Training Department, Mike Walker, Ph.D., USD Professor Ron Johnson, Ph.D., SDSU Professor Evangeline Castle, Ph.D., Connie Messina, Director of Counseling at SDSU, Kymberlee Reels, third grade teacher, Kenneth Ceaser and Susan Hiltbrand, SDUL Education and Family Service Coordinators, Les Pierrie Streeter, PTA President, Brenda Vaden and Staffone Williams, parents.

Plan for developing innovative strategies and proven methods of learning and teaching

Members of the Charter Dream Team will meet with focus groups of teachers, administrators, parents and other learning experts to research, evaluate and ascertain the optimal methods for learning to be used in our proposed charter school.

Educational Program Structure

The structure of the educational program at our Charter School will be dependent upon (1) the curriculum chosen, (2) the learning styles of the targeted student population and (3) the Personal Educational Profile developed for each individual student and will be designed by parent and teacher team.

Plans to develop clear and measurable outcomes for student performance

The Charter School Dream Team will evaluate the state's adopted curricula against other effective programs across the United States and choose one that will assure that 50% of all students in our target population will be at or above the 50 percentile in Reading Language and Math by the end of the Charter School's fifth year.

Plans to address professional development tailored for school reform and restructuring

Critical to school reform and restructuring is the ability to recruit, sustain and develop quality staff dedicated to the education of our young people. The Charter Dream Team will develop progressive staff and parent development plan to achieve charter school's goals as described in our educational vision.

Resources to be used for above.

- 1) State ADA funds
- 2) SDUL wrap around services (in-kind)
- 3) Corporate partners who will provide donations and grants.
- 4) Technical support from the local LEA.
- 5) Partnerships with local universities.

The Business and Organizational management Capacity of the School

The San Diego Urban League has a 45-year history of successfully operating a multimillion-dollar organization. SDUL's 30-member board, with representatives from banking institutions, leaders of business and industry in San Diego, will be involved in the development of a five year business plan for our proposed charter school. Board members will work with the Dream Team to identify a business manager as well as an educational manager to assist with the development of the five-year Charter School Academic and Business Plan. Additionally, several members of the Greater San Diego Chamber of Commerce's Business Round Table for Education serve on the SDUL's board and they will work with the identified Business and Educational Managers to research, assess and develop *best business practices* to ensure that our Charter School has the optimal business and organizational management capacity in order to satisfy the highest academic and business practices and standards.

The SPMT for the Charter School will be broadly inclusive and will be responsible for the final development of the five-year Academic and Business Plan. This plan will address all 14 requirements of the Charter School Law including; the educational program, pupil outcomes, pupil progress, governance structure, employee qualifications, health and safety procedures for pupils and staff, assuring racial and ethnic balance, admission requirements, annual audit requirements, procedures for suspension or expulsion, staff benefits, public school attendance alternatives, and the rights of school district employees leaving for or returning from Charter school employment and procedures for dispute resolution. This plan will also serve as evidence of our careful planning and suitability for operating our Charter School and will be the foundation for our Charter School Approval process that is described further on. Once the Charter is approved, the SPMT will be responsible for establishing and monitoring policies to further the charter school mission. It will ratify all staffing recommendations, review and

approve budget and facility plans, develop collaborative relationships with social and community agencies, advocate for the school in the community, and acquire resources.

Activities to develop a proposed budget that would demonstrate the fiscal viability of the school.

The Dream Team, with direct input from the San Diego Urban League's Board of Directors' finance committee, will:

- (1) Form a budget subcommittee that will be responsible for activities to develop the proposed budget and will work closely with our LEA's finance department as well as their education personnel to ensure that the budget adheres to all state requirements.
- (2) Assess and recommend the most appropriate budgetary process based on standardized sound fiscal practices.

Collective knowledge and experience of developers and/or operators

The San Diego Urban League, a non-profit organization founded in 1953 is an affiliates of the National Urban League. The San Diego Urban League has a strong record of accomplishment in assisting disadvantaged populations through its three service divisions: (1) Education, Youth & Family Services, (2) Employment & Training and (3) Housing and Community development. One of the premises of the Urban League is that education is the key to success. The league focuses on children and their parents, providing programs that address academic underachievement and that develop skills to enhance learning. One such initiative, the Golden Pyramid Scholars works in collaboration with 52 area high schools to facilitate young African-American males' academic excellence through a program of preparation, recognition and mentorship. Partners in this program include San Diego State University, United States International University, University of California at San Diego, Point Loma Nazarene college, San Diego County Office of Education, San Diego City Schools, the US Navy and Air Force ROTC, CAL-SOAP and Hewlett Packard.

For forty-five years, SDUL has fought to better the academic achievement level of disadvantaged children in San Diego's City and County Schools. The following selected highlights reflect the impact and contributions of these efforts:

- **1966** - Chief executive Officer of SDUL, John W. Johnson, chaired the Curriculum Committee, a task force of the Citizens Committee on Equal Educational which resulted in their report, "...on Equal Educational Opportunities and was the basis for Carlin V. Board of Education, the landmark desegregation brought against San Diego City School in 1967 and finally settled until 1985.
- **1972** – Mr. Johnson formed the Community Education Committee (CEC) which included parents and educators from the schools, districts, community colleges and local universities. The powerful CEC ***organized the African-American Community to advocate on behalf of education reform.*** Whenever any issue came before the school board or other education forum, CEC representatives advocated for educational reform.
- **1991** – Golden Pyramid Program founded as a recognition event to honor academic excellence and foster role models among African-American young men as an alternative to the usual athletic arena.
- **1993** – Even though development of the District's integration plan led to creation of a number of past and ongoing initiatives, including magnet schools and race/human relations programs, nearly 30 years later when John Johnson returned to the League as President and CEO, he found those same schools which primarily serve children of color still at the bottom

of the achievement ladder. He immediately laid out a five year work plan to reverse this pattern once and for all and includes:

- Explore and develop an educational alternatives for African-American youth, Strengthen and expand the scope of the League's Education Department, reassert the League's role in advocating for equality in education, organize the community on behalf of educational reform, create a street academy program providing alternative education options for drop-outs and at-risk youth.
- **1994** - Mr. Johnson and his staff begin to aggressively promote educational reform through community education, and public speaking to a proliferation of community groups involved with equality in education, such as the San Diego Chamber of Commerce's Business Round Table for Education, the SDSU Advisory Board for Elementary schools, the County Board of Supervisors and the San Diego City Council.
- **1996** – the League establishes its Family Service Center – signifying its adoption of a “whole child approach” to assist family members of school children with health education, employment and other problems effecting child's success in school.
- **1998** – The League begins planning and research for development of Charter School model that will ensure academic success for African-American youth.

Collaboration and Networking Strategies

Involvement of parents and community members in the development of the charter proposal

Parents are the key to the education of children. The high academic achievement results of the TESA (Teacher Expectations of Student Achievement) are second only to the outcomes of Parental Expectations for Student Achievement. Parents will be fully engaged in the proposed charter school and will work with teachers to develop school and home based strategies to meet their student's needs as indicated in their Personal Educational Plan, as well as participate in the actual decision making process of the school's governing body.

Plans for building partnerships and networking systems with the charter school.

Overall Program Evaluation

The Dream Team, as part of its planning and assessment process, will identify and develop (based on research, focus groups, meetings with experts in the field and its own expertise and experience) a comprehensive program assessment structure and measurement plan which will ensure the development and measurement of the highest academic achievement among the identified target population.

Improved Outcomes for Students and Families

The broad outcomes have been identified as *academic success*, *parental empowerment*, and the *implementation of a simple, multi-service delivery system* to break the cycle of academic failure in the African-American community. We know that these three must be achieved if we are to create an academically successful “village”. To that end, based on our current understanding of community needs, we have identified four major objectives:

- **Ensure that 50% of the Charter School's target population** are achieving at or above the national norm in Reading, Language and Math by end of the fifth year of the school as measured by standardized test scores, portfolios, teacher evaluations and observations, and parent surveys.
- **Successful transition of incoming and graduating students to ensure readiness to succeed and retain academic gains.** Success will be determined through teacher/family

interviews and through a longitudinal study of the Charter School graduates' achievement and reduction in dropout rates.

- **Parents will be empowered as their children's advocates in school and community matters, and will become involved in policy making.** Success will be measured through parent interviews, surveys, and participation records.
- **Charter School families will be healthy, self-sufficient and able to access a wide range of affordable services.** Success will be measured through parent surveys and agency records.

Assessment and Accountability System

The proposed Charter School will meet state and district standards using both school-based criterion and norm referenced standardized assessments, student portfolios, parent and teacher input and surveys.

Support for Getting the Charter Petition Circulated and Approved

The San Diego Urban League has worked successfully with the San Diego Teachers' Association in the past and would expect that a successful collaboration will ensue after appropriate meetings, discussions and negotiations. The Charter Dream Team will undertake the following activities:

- 1) Develop a charter proposal that can be supported
- 2) Meet with local unions and get their cooperation.
- 3) Meet with the Chamber of Commerce's Business Round Table of Education to ensure their support and cooperation.
- 4) Educate and motivate local board of supervisors to secure their approval
- 5) Develop parent buy in by actively marketing the Charter school concept to parents, and students.

Justification for use of grant funds

The Dream Team will use a 12-month time line to develop the charter school plan in order to maximize the planning phase funding. The San Diego Urban League will match planning phase funds with over \$30,000 in in-kind resources – which reflects its commitment to the development of the proposed charter school. We anticipate that funding will be used for the following:

- Acquire professional and consultant expertise needed to research and successfully design the five year education and business plan and to fully develop the Charter Petition and associated documents in accordance with the activities detailed within the proposal.
- Provide administrative support. Provide outreach to parents.
- Conduct focus groups, community forums and community meetings are some of the anticipated research activities that will be utilized for research, as well as literature searches, inter-net exploration and conducting public opinion polls

Self-Assessment and Procedures for Monitoring Progress towards Completion of the Charter Proposal

Self-Evaluation Structure:

The San Diego Urban League and its 30-member board of directors will serve as the project developer under President and CEO John Johnson. The Charter Dream Team will be responsible for and oversee the development of a twelve month Master Work Plan which will identify objectives, benchmarks, areas of responsibilities, documentation and a project schedule for evaluation and review.

Measurement tools for assessing progress toward the objectives will include:

- Forms documenting planning conferences, community meetings, and products from same.
- Staff development agendas, staff meetings, attendance sheets, and evaluations;
- SDUL Board of Director's monthly agendas, minutes, and reports

The Self Evaluation Design will be developed around the following Phases

Phase One - Research and develop assessment tools that will yield community needs and priorities.

Phase Two - Conduct a detailed assessment of existing needs and resources among parents and community that will identify barriers and missing services and serve as the foundation for the development of a service delivery system.

Phase Three - Develop a five- year education and business plan.

Phase Four - Develop a manageable service delivery plan for School Based Family Service Center that will provide a wide range of affordable services that will promote the development of healthy self-sufficient families.

Phase Five - Develop the foundation for Charter School proposal approval process.

Sample Time Line for Self Evaluation and Monitoring of Progress:

Quarter I		Quarter II	Quarter III	Quarter IV
Phase One Research & Design Assessment Tools <ul style="list-style-type: none"> • Convene Charter Dream Team • Identify expert to assist in design of assessment tools • Research existing survey instruments • Design multiple assessment tools for target populations [e.g. parents, students, business community] • Hold focus groups to test tools • Hold initial meeting of collaboration 	Phase Two Conduct Community Assessment <ul style="list-style-type: none"> • Students survey students • Operation Doorstep survey of parents • Conduct business-to-business survey • Hold town meetings • Conduct resource [CBO/agency] survey • Tabulate results 	Phase Three Develop Service Delivery Plan <ul style="list-style-type: none"> • Contract with grant writer for operational grant • Prioritize resources & services to be included in service delivery plan • Contact new partners needed to make plan work • Meet with articulating school personnel to discuss transition issues • Design plan • Convene full collaborative to present plan • Road test plan • Modify plan 	Phase Four Write Operational Grant <ul style="list-style-type: none"> • Convene writing committee • Develop first draft • Present to oversight committee • Revise draft 	PRE- IMPLEMEN TATION PLANNING CONTINUES <ul style="list-style-type: none"> • Set agenda for March through June activities based on delivery plan model • Get final approval from Governance Board <ul style="list-style-type: none"> • Submit application • Proceed with implementation agenda as established during grant writing period

